



Shine Safely

Lesson 5

LESSON AIMS

- Everyone recognizes the effects of negative words and actions.
- Everyone understands that our words and actions can cause us to be in darkness or light.
- Everyone learns to affirm themselves and others.
- Everyone discovers that positive affirmations are based on Scripture.

LESSON OUTLINE

1. **Welcome and Theme Song:** Use this time to discuss behaviour expectations during Shine meetings.
2. **Find the Stars:** A game that helps us understand how we treat others determines how we shine.
3. **Story/Skit: *Nail on The Fence*:** How our words affect who we are.
4. **What's Blocking Your Light:** An object lesson where layers are added to a flashlight as the group considers things that hinder us from shining.
5. **Freeze Dance:** Students dance their way into small groups sharing positive statements when caught moving after music stops.
6. **Affirmation Statements:** Come up with affirmation ideas in small groups.
7. **We Are God's Masterpiece:** Remove layers from a flashlight while groups share their positive affirmation statements (Ephesians 2:10).
8. **Affirmation Statement Cards:** Cards are shared with the students and a Bible verse is highlighted on each card.
9. **Shine Bright Star Challenge:** Students stick stars on other students in the group and say positive affirmation as they do so.
10. **Closing Prayer.**

MATERIALS NEEDED

- ☐ Coloured star stickers for each team (one colour is needed per team.)
- ☐ Masking tape
- ☐ Two buckets or bowls
- ☐ A timer
- ☐ A large bucket
- ☐ A large piece of wood (Or a fence post.)
- ☐ A hammer

- ☐ A large supply of nails
- ☐ Flashlight (Test that it works well, giving off a strong beam.)
- ☐ Circles of tissue paper or computer paper
- ☐ Elastics
- ☐ A marker
- ☐ Glow-in-the-Dark bracelets for each student (One colour is needed per small group.)
- ☐ Device to play music
- ☐ Speakers
- ☐ Poster board for each small group
- ☐ A marker for each small group
- ☐ Pictures of masterpieces from pages 9 to 11
- ☐ Affirmation Statement cards from page 12 (A couple of cards are needed for each student.)
- ☐ Affirmation Statement posters from pages 13 to 22 (A copy of each poster for each cabin or to post on walls of the meeting room.)
- ☐ Star stickers in six different colours (A couple sets are needed for each student.)

Welcome and Theme Song

Welcome students back to Shine. Feel free to quickly review what the students have learned during Shine about being safe. (See **Shine Introduction** page 5 for theme song.)

Find the Stars

Materials Needed: Coloured star stickers for each team (two colours are needed for two teams, four colours are needed for four teams, etc.), masking tape, two buckets (or bowls), and a timer.

Do: Divide the group into two or more teams. Divide the floor space into two sections using masking tape down the centre, then add another row of tape across the back section of each team's side. Place the teams' bucket of stars behind this back line. Team members must race to get stars out of the other team's bucket and stick them on themselves before getting tagged by a member of the other team. If tagged, they must sit behind the other team's line until they are rescued by a member of their team with a high five. (You may wish to set a timer to end the game.)

(Alternately you could hide stars around the meeting space, give students a set time of 2 minutes, and have each of them collect stars. See which student collected the most stars.)

Discussion Questions:

1. How did you do collecting stars for your team?
2. How did it feel every time you got a star?
3. How did it feel to get the most or the fewest stars?

Share: When we are kind to each other it's like giving and receiving a star. Each star helps us shine. Today we're going to find out how we can each shine more brightly.

Nails in the Fence

Materials Needed: A bucket, a large piece of wood (or a fence post), a hammer and a large number of nails. You may find it helpful to have many nails hammered into the fence post before you begin the story/skit.

Do: You can choose to read this story or have staff members act out the story filling the roles of the father and son and possibly a narrator.

Nails in the Fence

There was a boy who was very nasty. Every day he scowled and stomped about. Whenever he was upset, he would say the nastiest things he could think of without a care for how the person hearing them would feel about it. One day, his father had enough.

He told the boy, "Every time you say something mean, you need to go outside and hammer a nail into the fence. Every time you are nice, you can remove a nail."

At first, it was all nails, nails, nails. The fence was filling up with them. As the boy started to see with the nails just how often he was being mean, he decided to work on being nicer—a kindness here, a pleasant word there. In time, instead of hammering nails in, he was only pulling nails out. Finally, all the nails were gone. The boy was so proud of himself he ran to tell his father.

His father quietly walked him out to the fence and said, "I'm glad you are being kinder. But look at what's in the fence."

The boy proudly said, "There are no nails in the fence!"

The father responded, "Yes, but there are still holes. Every time you were mean, you did a little damage; and sometimes you can't undo it. Now you know to think before you speak so you don't cause hurt in the first place."

- Anonymous

Discussion Questions:

1. How did this story make you feel?
2. How do you think the boy in the story felt?
3. What kinds of things might someone say that would require a nail in the fence?
4. What are some ways we can make sure we use kind words, even when we feel a lot of big things?

What's Blocking Your Light?

Materials Needed: A flashlight (test that it works well giving off a strong beam), circles of tissue paper or computer paper, elastics, and a marker.

Share: I've brought something with me that I just love. It changes everything! (*Show your flashlight to the students.*) When are the times we usually use flashlights? (*Encourage responses such as: when the power is out, walking around camp/house in the dark, when we feel frightened in the dark, etc.*) Those are all great reasons for needing a light.

Let's try an experiment. (*If possible, turn off the lights in your room. You may want to darken windows ahead of time if possible.*) It's sooo dark in here now. I'm feeling a little nervous in the dark, how about you folks? (*Encourage responses.*) Let me turn on my flashlight. Now, I feel better. Does this help you too? This light has the power to shine out in the darkness and to make a positive difference. Do you know that we are like this light? We can make a difference in the world around us. We can shine like a light!

But sometimes there are things that can hinder our light from shining, and there are things that can hinder us from shining our light as well. What do you think some of those things might be? (*Encourage responses such as: mean words, bullies, loneliness, being left out of things, being made fun of, etc.*) As a student gives a response write it on a piece of paper and invite the student to attach it over your flashlight using an elastic. After each circle is added ask the students if the light has changed.)

Discussion Questions:

1. What has happened to our light?
2. Do you feel comfortable here in the dimness (or darkness)?

Share: When these things (recap what the students shared) happen to us they can dim how we view ourselves and the world around us. They change how we see ourselves and change the way we think others see us. Then, we can start to believe these negative things about ourselves.

Freeze Dance

Materials needed: Glow-in-the-Dark bracelets: Ahead of time determine how many groups you will have for small group discussion and have bracelets in colours to match the number of groups. (Two groups have two different colour bracelets, four groups have four different colour bracelets.) A device to play upbeat dance music (perhaps songs that use the word "light"), speakers to ensure everyone can hear the music.

Do: Quickly distribute bracelets to the students. Explain how to play *Freeze Dance*, letting them know that when the music stops (or when the lights come back on), anyone who moves will need to share something positive they could say to themselves or to others. Play a few rounds of *Freeze Dance* and then send students to their small groups based on the colour of their bracelet.

Affirmation Statements:

Materials Needed: A poster board and a marker for each small group.

Share: We've seen today how our words and actions can affect ourselves and the way we treat others/ make others feel. Who can tell me what happened in the story of the Nails in the Fence? (*Encourage a quick recap of how the nails left marks/hurt.*) What happened to our flashlight when we started adding the paper circles to it? (*Encourage students to share how dim the light became and how it no longer lights up the room.*) I want you to think for a moment. Have any of you been hurt by the words or actions of others? Is it possible that you have hurt others by your words or actions?

I want us to spend a few moments thinking about positive phrases or words. What are some things that we can tell ourselves that will remind us that we are valued and that we can shine in the world around us? What are things you can say or do that will help someone else to shine, even when they feel discouraged? (*Encourage your students to share simple phrases (or actions) they can say to themselves. Be prepared to share a few ideas of your own to get them started. Write down their ideas on your piece of poster board.*) Wow, you all have done a wonderful job! Thanks for being willing to share your ideas with us.

We Are God's Masterpiece

Materials Needed: A flashlight with layers of paper still on it, small groups with their poster boards and pictures of masterpieces from pages 9 to 11.

Do: Have all your small groups join back together for a time of review.

Share: Welcome back everyone! Thank you for working together in your discussion groups. I'm really looking forward to hearing what you had to share because I really want to know how I can get my light to shine brightly again!

Do: Invite small groups to come up one at a time and share the ideas that they wrote on their poster board. As each group finishes, thank them for their work and invite one of them to remove a single layer of paper from your flashlight. Be sure to comment on how much brighter the light is becoming as each layer is removed.

Share: I love the affirmation phrases you shared with us. They help me to feel valued. They make me feel special and worthy. I hope that you can see and feel that you are special and of great worth too!

You know there is a verse in the Bible that teaches us something very important about ourselves. Listen as I read Ephesians 2:10 (*read directly from your Bible to help emphasize its truth and value*): "For we are God's masterpiece. He has created us anew in Christ Jesus, so we can do the good things he planned for us long ago."

A piece of art is considered a true masterpiece if it has influenced millions of people and left its mark on history. They are not a slapped together paintings. (*Feel free to show some pictures of modern-day masterpieces from pages 9 to 11 that might resonate with the kids*). Work like this took a lot of time and effort from the artists. Some masterpieces, like the painting on the Sistine Chapel ceiling, took Michelangelo 4 years to paint as he hung from ropes with paint dripping on his face! Artistic masterpieces are worth millions and millions of dollars.

Do you know that the Bible says that YOU are God's masterpiece?! He took a lot of time and effort to make you just as you are for a purpose and with a plan for your life. You are incredibly special to Him, which is why He calls you His masterpiece, and He has good work planned for you to serve Him in the world.

Affirmation Statement Cards

Materials Needed: Cards with Affirmation Statements from page 12. (You will need a couple of cards for each student.) Star stickers in six different colours. (You will need a couple sets of stickers for each student.) Print Affirmation Statements for Posters (pages 13 to 22) to post around meeting room or in cabins.

Affirmation Statements Card: (For cards given to students at end of lesson.)

1. I can do difficult things. (Philippians 4:13)
2. I am loved. (John 3:16-17)
3. I believe in myself. (Hebrews 10:35-36)
4. I am kind to myself and others. (Ephesians 4:32)
5. I am beautiful inside and out. (1 Peter 3:3-4)
6. I love myself as I am. (Mark 12:30-31)
7. I have a purpose. (1 Peter 2:9)

Affirmation Statements for Posters: (For leaders to post in the meeting space or cabins.)

1. I can do difficult things. (Philippians 4:13)
2. I am loved. (John 3:16-17)
3. I am important. (Luke 12:6-7)
4. I believe in myself. (Hebrews 10:35-36)
5. I do not give up. (James 1:12)
6. I am kind to myself and others. (Ephesians 4:32)
7. I am strong. (Joshua 1:9)
8. I am beautiful inside and out. (1 Peter 3:3-4)
9. I love myself as I am. (Mark 12:30-31)
10. I have a purpose. (1 Peter 2:9)

Do: Quickly have students move into their small groups once again.

Share: I hope that each of you feel encouraged by the statements our group and the other groups came up with today. I want to give you something that will help you to remember some of these positive things. I've got a card for each of you with six statements that you can use whenever you feel discouraged, lonely, hurt, worried, or anxious.

Do: Pass out cards and stickers. Have the students put a star sticker on each statement. You may wish to assign a colour star sticker to each statement.

Share: Let's take a moment and look at these statements. Could someone read the first one to us? (*Encourage a student to read.*) There is something else beside the statement. It is a reference to a verse from the Bible. The Bible is God's Word to us: all positive things in our world originated with Him, so we want you to remember that when you say that positive phrase, it is something that God wants you to know. Let me read what the verse says. (*Continue to have students read the statements and then read out a Bible the verse that has been matched to it.*)

Now that we've read our positive affirmation statements, let's remember our stars from the beginning of our time together. We're going to put a different coloured star beside each statement.

Shine Bright Star Challenge

Share: I've given each of you two sets of cards. One set is for you to keep with you. Keep this card somewhere that you see a lot. Maybe keep it in your locker at school, in a book that you know you'll open regularly, on your mirror, your bedroom wall, or somewhere else. Let it remind you of who YOU are! The other card is for you to give to a friend. You can give it to someone else here at camp/this program or someone back home.

I've also got two more sets of star stickers. We're going to spend a few minutes giving out six stickers (*feel free to reduce this number if you are running out of time*). I want you to go up to six different people in this room, put a sticker on them and say one of our positive affirmation statements to them. Then come back to our group. (*Allow time to do this.*)

Discussion Questions:

1. How did it feel to encourage someone with a positive affirmation statement and a star?
2. How did it feel when someone encouraged you with a statement and star?

Share: I have one last task for you today. I want you to spend time today giving out your last six stars to other people who you see around camp/this program or school or at home today. I want you to encourage them with a positive affirmation statement and a star sticker. I want you to shine your light here at camp/this program, and when you go back home as well.

Closing Prayer

Do: Stand with students in a circle. Let them know that today, you will start by praying, and then, you will ask each of them to say a prayer of thanks. Each will say "Thank you God for making _____ (the name of person on their right) a masterpiece."

Pray with the students, thanking God for making each of them unique and special, ask Him to help each of you remember that you are of great value to Him. Ask Him to remind each of you to shine His light on others by speaking kind words and treating others with kindness.

(Going around the circle, pray for the person on your right and encourage each child to repeat the prayer until it comes back to you.)

PARENT/GUARDIAN EMAIL

Consider sending a note like the following to your parents/guardians, letting them know what was discussed during the lesson and providing them with dialogue questions to start conversations at home.

Sample Email: This week we looked at how our words and actions can hurt others. We learned that God created each of us as masterpieces and gave each of us a purpose. He wants us to feel valued and to make others feel valued too.

Here is a conversation starter you can use at home:

1. Can you tell me three true affirmation statements about yourself?



SA JUSTICE
CANADA & BERMUDA
MODERN SLAVERY AND
HUMAN TRAFFICKING RESPONSE



The Sistine Chapel by Michelangelo

(Photo by Airbr3ak3r.ZH on [Unsplash](#))



The Starry Night by Vincent van Gogh

(Image by [user1469083764](#) from Pixabay)



The Mona Lisa by Leonardo Da Vinci

(Image by Wikilimages from [Pixabay](#))



Affirmation Cards



I can do difficult things.

(Philippians 4:13)



I am loved.

(John 3:16-17)



I believe in myself.

(Hebrews 10:35-36)



I am kind to myself and others.

(Ephesians 4:32)



I am beautiful inside and out.

(1 Peter 3:3-4)



I love myself as I am.

(Mark 12:30-31)



I have a purpose.

(1 Peter 2:9)





**I can do
difficult things.**

(Philippians 4:13)





I am loved.

(John 3:16-17)

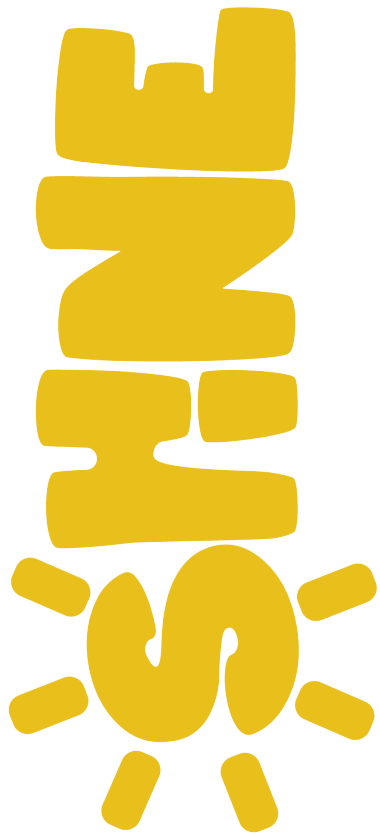




I am important.

(Luke 12:6-7)





I believe in myself.

(Hebrews 10:35-36)

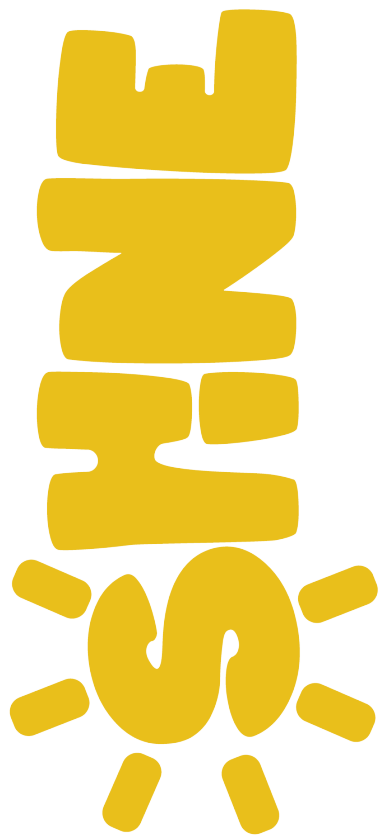




I do not give up.

(James 1:12)





**I am kind to myself
and others.**

(Ephesians 4:32)





I am strong.

(Joshua 1:9)





**I am beautiful
inside and out.**

(1 Peter 3:3-4)





I love myself as I am.

(Mark 12:30-31)





I have a purpose.

(1 Peter 2:9)

